**K-5 Math Lesson**

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| **Teacher:**  **Gardiner, Susan** | | | **Grade: 2** | | | **Date(s)**: Unit 1-Task 2-Day 2 |
| **Unit Title: Understand Place Value(Hundreds, Tens, Ones)** | | | | **Corresponding Unit Task: Using the total number of each item in the school store inventory, represent each number multiple ways. Use base ten blocks, place, and number words.** | | |
| **Essential Question(s): 1. How do I compose (make) numbers up to 1,000? 2. How do you know the value of a number? 3. How do patterns help me skip count?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Place value mat**  **Base Ten Straws**  **Base Ten Blocks**  **Elmo**  **Dry Erase Marker**  **Number cards 0-9** | | **Student:**  **Place value mat**  **Base Ten Straws**  **Base Ten Blocks**  **Dry Erase Marker**  **Number cards 0-9**  **One set for every two children**  **Group straws before activity** | | | **value**  **Place Value**  **Hundreds-flat**  **Tens-rod**  **Ones-unit**  **digit**  **proficient** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1**  **Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.**  **2.NBT.3**  **Read and write numbers to 1,000 using base ten numerals, number names, and expanded form.** | | | | | |
| **I Can Statement(s):**  **\*I can identify the places that a 3-digit number holds.**  **\*I can tell, given a digit, the place that a digit is in.**  **\*I can read a three-digit number orally.**  **\*I can write 2 and 3 digit numbers.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  **We are going to build some numbers today. Each pair of you have a place value mat, straws, base ten blocks, a place value mat, number cards, and a dry erase marker. Let’s see if we can use the same place value skills we learned yesterday with these straws and base ten blocks.** | | | | | |
| **Teacher Directed: Teacher uses number cards to create a number on the Elmo mat. Then, build the number with straws. (Singles=ones; ten ones in rubber band=10; ten packs of 10= 100) Do this with several numbers. Discuss the value of each digit as you build the number.Write the number in word form. Do the same activity with base ten blocks. (45, 72, 184, 748, 999)** | | | | | |
| **Guided Practice: Given a number, the children will build it on the place value mat with number cards, straws, and base ten blocks. They will also write the number word.**  **(26, 91, 40, 335, 702, 900, 412)** | | | | | |
| **Independent Practice: Teacher will call out 2-then 3 digit numbers. The children build the number with number cards, straws, base ten blocks. They then write the number word.** | | | | | |
| **Closing/Summarizing Strategy: For the last two days we have read, built, and written numbers using apples, straws, and base ten blocks. Give an example of each. You are becoming very “proficient” with this. Tomorrow we will talk a little more about value of digits and writing them in another way. (expanded form)** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Play “Big Man, Little Man” with number cards. 2 children each get a set of 0-9 number cards. They shuffle them and place them face down. Each child picks two cards and tries to make the biggest number possible. The one who reads the number correctly and has the largest number, wins.** | | | **Folder game “Place Value” from EdHelper.com** | | | **Discuss the word “proficient”**  **Add to their math vocabulary notebook.**  **Review all other unit words using word wall.** |
| **Assessment(s):Teacher continues to circulate with skills checklist to assess what the children know.** | | | | | | |
| **Teacher Reflection:** (Next steps?)  **Math Centers: “Big Man, Little Man” see above**  **“Birthdays” see day 1**  **“Number Concentration” see day 1** | | | | | | |
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